Involving Stakeholders in Improving School Discipline through PBS

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Involving Stakeholders in Improving School Discipline through PBS

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Assistant Principal
East Coweta Middle School
Vita

Assistant Principal East Coweta Middle School
2011-Present

- Athletic director
- Transportation Supervisor
- School safety facilitator
- 6th and 7th grade level administrator
- Facilities, Maintenance, and Classified Personnel supervisor
- School Discipline Coordinator

2015-2016 Georgia Association of Secondary School Principals Assistant Principal of the year Finalist
East Coweta Middle School

East Coweta Middle School is a rural school located in Senoia, Georgia. East Coweta Middle is steeped in pride and tradition as the location of the campus once housed East Coweta High School. East Coweta High School was founded during the 1954-1955 school year. It operated as a high school until 1988, when the high school moved and the building was converted to East Coweta Middle.

East Coweta Middle implements the middle school block model, where students receive four 75 minute classes in core content areas, and two 45 minute elective connection course daily.
East Coweta Middle School Cont’

Title I school
Approximately 730 students
70% white
17% Black or African American
8% Hispanic
5% Asian, Multi-Racial, or Native American
43 teachers, four administrators, two guidance counselors, and one media specialist
Awards/Achievements

2014 GASSP Distinguished Breakout School Recipient
2015-2016 Georgia Association of Middle School Principals Effective Middle School Program Award Recipient
Georgia Department of education 2015-2016 title I Reward- High Progress School
Discipline Background

For the school year 2012-2013, there were 721 documented behavior referrals.

- Students received 136 days of ISS, and 95 days of OSS.
- Students were subjected to high rates of referrals, resulting in reduced classroom instruction.
- School was using Positive Behavior Support in conjunction with a school wide discipline plan.
Discipline Background Cont’d

School’s PBIS

Reinforcement of positive behavior was encouraged

Reward program: Students received Totem Tokens for exhibiting behaviors that were aligned with School’s Behavior Plan

Was school PBIS being used with validity and reliability?

Was positive behavior support having an impact on schools discipline?
Involving Stakeholders

Discipline data was shared with SBLT in annual summer retreat

With amount of referrals and class time being missed a change in our schools discipline process and procedures was addressed.

During this summer retreat SBLT agreed upon having a shared discipline philosophy and to modify current discipline procedures for school.
Involving Stakeholders

Our school consists of eight different teams: two academic teams per grade level, a connections team, and a SPED team.

New school wide discipline consisted of each team having individual team discipline plan.

Each team collaborated with grade level administrator to create age level and team appropriate classroom discipline plan.

Grade level administrators then created customized behavioral referrals to reflect the agreed upon classroom discipline plan.
Involving Stakeholders

Example Plan

Example Referral

With our new approach, our teachers gained ownership of their team's discipline.

This team approach also encouraged better communication with parents, as all teachers on a team had the same procedures and interventions in place.

At the conclusion of the 2013 Fall semester of the team discipline approach, referrals were down 36% compared to Fall semester of the previous year.
Involving Stakeholders

Team discipline plans are treated as fluid guidelines.

- Changed based on student/school needs
- Data was shared with SBLT/ Local School Board
- Input was received from parents through survey data and individual conferences
- Team discipline plans were communicated with parents at Open House, Title I meetings, visual displays, and Bring Your Parent to School day
Involving Stakeholders

While our referral rate was down and positive results were being observed in discipline, teachers still felt more positive incentives could be put in place.

Through a “grassroots effort” our 6th grade teachers collaborated to implement a positive intervention, Fun Friday.

Students receive a sheet where teachers record behaviors such as being off task, disruption, misbehaving, etc..

At the end of a two week period, students meeting established criteria are allowed fifteen minutes of free time on Friday.
Involving Stakeholders

Fun Friday was implemented in association with team discipline plans in Spring semester of 2013-2014 school year.

Fun Friday started as a 6th grade incentive; following the 6th grade teachers’ positive results, Fun Friday was established in 7th and then 8th grade the following school year.

Currently all grade level teams have a specific team discipline plan along with a Fun Friday incentive plan.
Involving Stakeholders

The combination of team discipline plans and Fun Friday incentives has resulted in positive results for East Coweta Middle School.

The school's discipline data reflects those positive results as ECMS had a decrease referrals of 299 from 2012-2012 to 2013-2014.

With these programs remaining in place, ECMS referrals continued to drop in the 2014-2015 school year.
Discipline Data

ECMS Discipline Referrals 2012-2016

- 2012-2013: 750 referrals
- 2013-2014: 650 referrals
- 2014-2015: 450 referrals
- 2015-2016: 350 referrals
Involving Stakeholders

At the conclusion of the 2015-2016 are discipline data showed an increase in total number of referrals, number of students with multiple referrals, and male students referral rate.

This data was presented to our SBLT team at our summer retreat. New discipline programs, modified Fun Friday sheets, updated team discipline plans, and a male mentor program have been put in place.

Programs have shown modest gains so far this year.
Conclusion

Present leaders and stakeholders with relevant data.

Seek input to improve discipline/PBIS from all stakeholders.

Provide an environment to foster creative ideas into improving school PBS.

Monitor data and reevaluate as needed.
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